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AUTHOR Timmis, John H., III
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ABSTRACT

This syllabus describes a course in the philosophy and methodology of history, focusing students' work on creating strategies for data handling rather than on data collection, storage, or manipulation. The first section of the syllabus is divided into eleven parts related to the methods and purposes of historical inquiry: general orientation to the course, the task of methodology, the historical method of inference, the empirical basis of historical inference, the detection of events, the structure-patterning-blueprinting of historical events, heuristic flair, the grand strategy of historical explanation, intellectual universes and the plurality of systems, telling the story, and the place of the historical method in communications research. The second part of the syllabus outlines briefly a series of historical problems whose events have been computer programed. The five programed problems are designed to give the student experience as a practicing historian, controlling a large number of interacting variables and a large data base, without the time commitment usually required for data collection and handling. (AA)

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THE OHIO UNIVERSITY

School of Interpersonal Communication

SYLLABUS FOR INCO 7____:

HISTORIOGRAPHY: THE PHILOSOPHY AND METHODOLOGY OF HISTORY AND THE PLACE OF HISTORICAL METHODS IN COMMUNICATION RESEARCH

Prepared by:

John H. Timmis III, Ph.D.

CS501 449

To accomplish the foregoing aims of the course, our first task will be to solve some historical problems of "classical symmetry." Then, we will read the views of some great thinkers about the philosophy and methodology of history. Finally, we will integrate our experiences with the historical problems with both our reading and reflections, with the ultimate aim of developing the student's own view upon the function and methodology of our subject.

SYLLABUS FOR INCO 7____: HISTORIOGRAPHY: THE PHILOSOPHY AND METHODOLOGY OF THE ART OF HISTORY

INTRODUCTION

This course is a study of the philosophy and methodology of the art of history. Or, to put it another way, the course is an examination of the historian-in-action.

Philosophy is reflective. "The philosophizing mind never simply thinks about an object; it always, while thinking about any object, thinks also about its own thought about that object. Philosophy may thus be called thought of the second degree, thought about thought." For example, to discover the distance of the earth from the sun is a task for thought of the first degree, in this case for astronomy; to discover what it is exactly that we are doing when we discover the distance of the earth from the sun is a task for thought of the second degree, in this instance, for logic or the theory of science.

What we will attempt to inquire into is the NATURE of history regarded as a special TYPE of FORM OF KNOWLEDGE with a special TYPE OF OBJECT.

What history IS, what it is ABOUT, how it PROCEEDS, and what it is FOR, are the major questions which we shall pose. Such questions can be answered by students having two qualifications:

1. They must have experience in that form of thought. They must be practicing historians or serving their "internship."

2. The student should not only have experience of historical thinking but should also have reflected upon that experience.

In attaining these qualifications, their order is important: experience must come first, reflection upon that experience second.

We have thus stated the aims of this course:

1. To gain experience as practicing historians, and[1]

2. To reflect upon our experience in historical thinking, specifically upon the questions

   a. What is history?

   b. What is history about?

   c. How does the historian proceed?

   d. What are history and historians for?

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[1]The experienced historian who reads this syllabus is asked not to confuse methodology with technique. We will be concerned with the description, the explanation, and the justification of methods, not the methods themselves. We will study historical methods, not aids to research like bibliography, sigillography, epigraphy, use of libraries, etc.

PART ONE

GENERAL ORIENTATION TO THE COURSE

The philosophy of history is "a philosophical enquiry into the nature of history regarded as a special type or form of knowledge with a special type of subject." Collingwood.

"History is a generalized account of the personal actions of men, united in bodies for any public purposes whatever." Action.

"History is the story of the experiences of men living in civilized societies." Renier.

"History is an hypothesis to account for the existence of facts as they are." Crump.

"Das ist nur ein gewöhnlicher Historiker" (Just an ordinary historian) Hegel speaking of Ranke.

"Mankind's knowledge of itself, its self-awareness." Droysen.

"And the philosophy of history? Where do you put that?" Pirenne.

I. The philosophy of history.

II. History's nature, object, method, and value.

a. definition of history.

b. object of history.

c. how does history proceed?

d. what is history for?

READINGS:

Herodotus.
Thucydides.
Bacon.
Locke.
Hegel.
Collingwood.
Renier.
Butterfield.
Aron.

Readings for Unit One.

Herodotus: History, Bk II, 71a-73b, 75b; Bk IV, 127a-b; Bk VII, 242c-d.

Thucydides: Peloponnesian War, Bk I, 354a-d.

Bacon: Advancement of Learning, 32d-39a esp 32d-33a, 38c-39a; Novum Organum, Bk I, 123b.

Locke: Human Understanding, Bk IV, ch 16, sect 7-11, 368d-370a.

Hegel: Philosophy of Right, intro, par. 3, 10a-11c; part III, par 355, 11d; Philosophy of History, intro, 153a-158a; 182d-183d; 193d-194a; part I, 230c-231b; 248c; part III, 285d-286a.

Collingwood: Idea of History, Introduction, pp. 1-13.

Butterfield: Man on His Past, Prefaces vii-xviii, chap i, 1-26.

Aron: Philosophy of History, introduction 9-13, chap i, 15-22, 43-44.

Renier: History: Its Purpose and Method, Part I, 5-86.

PART TWO

THE TASK OF METHODOLOGY

In his "Study of Man," L. J. Henderson summarized what Hippocrates teaches: "The physician must have, first, intimate, habitual, intuitive familiarity with things; secondly, systematic knowledge of things; and thirdly, an effective way of thinking about things."

I. Methodology: a word used both for a certain discipline and for its subject matter.

II. The differences between methodology and technique.

   a. methodology--

   b. technique--

III. The task of methodology

Readings:

Kaplan: The Conduct of Inquiry, chap. i, part 3, 18-26.

PART THREE

THE HISTORICAL METHOD OF INFERENCE

THE LOGIC OF INFERENCE IN
HISTORICAL PROBLEMS

I. Patterns of Historical Inference.

a. Postdiction: Hempel and Oppenheim.

b. Retrodiction: Renier.

c. Retroduction: Peirce.

d. Retrospective Probability: Renier.

e. Parallel Adduction: Timmis.

II. Power of Inference.

Heuristic Flair.

Lively Imagination.

Readings: Hempel, Carl and Oppenheim, Paul. "Studies in the Logic of Explanation," in The Study of Scientific Thought. Ed., E. H. Madden, 1960.

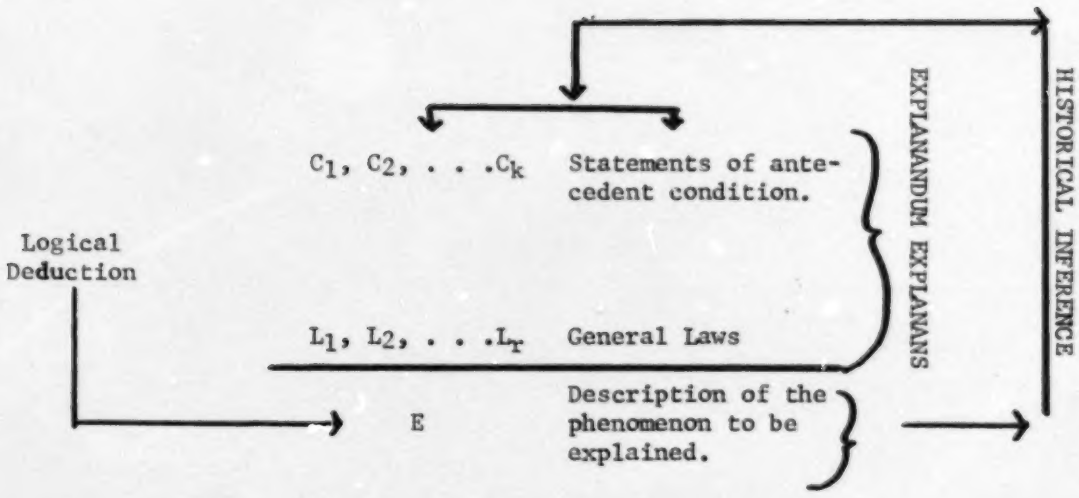
Renier: Part III, chaps 1 and 2, 169-188.

F.C.S. Schiller: Our Human Truths, pp. 70-80, passim.

Dewey: Experimental Logic, p. 244. The Quest for Certainty, pp. 236-237.

Peirce: Collected Papers, Cambridge, Mass., 1960. Vol. I: Principles of Philosophy, 65, 68, 72, 74, 89, 121, 139, 485, 608, 630 (the numbers refer to paragraphs, not pages). Vol. II: Elements of Logic, 100, 102, 104, 141, 426, 487, 509, 510, 623, 623, 624, 632, 634, 566, 715, 718, 723, 749, 799, 780. Vol V: Pragmatism and Pragmaticism, 145, 146, 171, 603, 276, 196, 197. Vol. VI: Scientific Metaphysics, 486, 469, 470, 522-536.

Timmis: Discussion and paper "On Parallel Adduction in Historical Inference."



Hempel and Oppenheim's "move" from explanandum to antecedent conditions: The Logical Structure of Postdiction.

PROBLEM: Can you blueprint Retrodiction, Retroduction, Retrospective Probability, and Parallel Adduction?

Are these four patterns similar, analogous or different from Postdiction?

PART FOUR

THE EMPIRICAL BASIS OF HISTORICAL INFERENCE

"The truth that deals with concrete things is always relative; absolute truth is an abstract ideal not attained in practical human affairs, and therefore not attainable in their history." A. F. Pollard.

"If infalliable judgment and absolute final knowledge were given to man, the whole business of judging, reasoning, etc., would come to an end." F.S.C. Schiller.

"One of pragmatism's merits is that it is so purely epistemological." William James.

"History is an hypothesis to account for the existence of facts as they are." Crump.

"The absolutists...say that we can not only attain to knowing the truth, but we can know when we have attained to knowing it; while the empiricists think that although we may attain it, we cannot infallibly know when...Objective evidence and certitude are doubtless very fine ideals to play with, but one indefectibly certain truth, and that is the truth that pyrrhonistic scepticism itself leaves standing--the truth that the present phenomenon of consciousness exists. . . . No concrete test of what is really true has ever been agreed upon. . . . But, when as empiricists we give up the doctrine of objective certitude, we do not thereby give up the quest or hope of truth itself." William James.

"The beliefs in terms of which truth is defined are those stable beliefs reached by an indefinitely long application of scientific method... Truth is that concordance of an abstract statement with the ideal limit towards which endless investigation would tend to bring scientific belief." C.S. Peirce.

"We may conclude that the methods of science are not those of history, but that both science and history approach their method in the same spirit, and that this common approach receives its philosophical formulation in the writings of the pragmatists." Renier.

I. Truth.

A. The realist position: a world independent of human thought?

II. Reality.

A. Historical reality: a reality independent of the historians thought?

III. Belief.

IV. The place of truth in the philosophy and methodology of history.

READINGS: Renier, Part II, chaps 4, 5, pp. 128-168.

Alfred Sidgwick, Distinction and the Criticism of Beliefs, pp. 30-40.

Dewey, Quest for Certainty, chaps. I, II, & III.

Peirce, Vols: 5.416; 5.565,394; 5.557.392; 5.566.395; 5.589.; 5.407.268; 5.409.

Lord Acton: specific reading to be assigned.

P. Gardiner. The Nature of Historical Explanation, 1952: specific readings to be assigned.

PART FIVE

THE DETECTION OF EVENTS

"The only man who behaves sensibly is my tailor; he takes my measure anew every time he sees me, whilst all the rest go on with their old measurements, and expect them to fit me." G.B. Shaw.

"That is ambiguous which admits of more than one interpretation."--- Webster's Collegiate Dictionary, 5th ed.

"We must not forget that there are such things as facts....All our interpretations of the past has a hard core of facts, however much it may be concealed by the surrounding pulp of disputable interpretation." G.N. Clark.

"Every single historical fact presents a tissue of phenomena of the most diverse origin." Bauer.

I. Events and their traces.

- A. Events.
- B. Traces.
  - 1. non-historical traces.
  - 2. historical traces.
    - a. immaterial traces.
    - b. material traces.
      - i. written
      - ii. unwritten

II. Detecting the Traces.

- A. Heuristic.
- B. Authenticity and external criticism.
- C. Aids to research.

III. From Trace to Event.

- A. The trace as evidence.

IV. Knowledge of Events.

- A. Historical knowledge of events.
- B. Internal criticism.

READINGS: Renier, Part Two, chaps 1, 2, 3, 4, 5, pp. 87-168.

PART SIX

THE STRUCTURE-PATTERNING-BLUEPRINTING
OF HISTORICAL EVENTS

"Method is that aspect of the search for structure which deals with the most expedient means for finding structure." Alfred Korzybski.

"It is not what you think about, but the way you think, that makes your thinking mathematical or non-mathematical." C.J. Keyser.

"The isolated facts must be put in ORDER and brought into MUTUAL STRUCTURAL RELATIONS in the form of some theory. Then, only, do we have a SCIENCE (or an HISTORICAL EXPLANATION---J.T.), something to start from, to analyze, ponder on, criticize, and IMPROVE." Alfred Korzybski.

"The concrete facts of (history) are EVENTS exhibiting a certain STRUCTURE in their mutual RELATIONS and certain characters of their own. The aim of (history) is to express the RELATIONS between their characters IN TERMS of the mutual structural relations between the events thus characterized."---A.N. Whitehead.

I. Functions of Concepts.

II. Propositions.

III. Use of hypothesis.

IV. Classification.

V. Structure.

A. Order.

1. spatial.

2. sequential.

B. Relations.

1. symmetrical.

2. non-symmetrical.

3. assymetrical.

4. spatial

5. sequential.

6. etc.

C. Structure--a complex of ordered and interrelated parts.

D. Requirements of structure.

E. Two problems:

1. structure of infinite complexity

2. structure "in-process."

F. "Anatomical" and "physiological" structures.

G. Historical structures commonly used.

VI. Pattern.

A. Anatomical and physiological patterns.

B. From lower order to higher order patterns by levels.

C. Map-territory analogy: the issues raised are primarily inferential-linguistic.

D. "Knowledge" of the past.

VII. History-in-the-making as a "function" of levels of abstraction.

A. In sum, all the historian creates with his data is the language in which he enunciates it--or the pattern in which he places it.

B. Mathematicians discovered long ago that the form of representation is not of indifference to the results they obtain.

VIII. Meta-structures and meta-patterns -- or more than one way to skin a cat.

IX. Functional Structuring: infinite-valued determinism and causality.

READINGS: Renier: 169-200

Meyerhoff, H. (ed.). The Philosophy of History in our Time, 1959. Specific pages to be assigned.

PART SEVEN

HEURISTIC FLAIR

"We are seeking a better understanding of the mental operations typically useful . . . in solving problems."

"The intent is to understand not only the solution of this or that problem but also the motives and procedures of the solution . . . .the ways and means of invention and discovery." Polya.

I. The first state in historical research is UNDERSTANDING the problem.

1. What do you want to find out?

2. What kinds of data would it take to solve the problem?

3. How must the data be related to what you want to find out in order to solve the problem?

4. Can your curiosity be satisfied through previous research? Assuming that what you want to find out has not been "satisfactorily" achieved.

5. How do you discover whether enough pertinent data are available or can be obtained?

6. Is it possible to relate these available data to the problem so as to solve it?

II. The second stage in historical involves a "move" from what Questions to how Questions; that is, the historian must devise a plan.

7. Have you seen a similar problem? If so, you may already know some connection between the available data and what you want to find out.

8. Does this other problem feel familiar? Give you a hunch? Can you use the result of a similar problem? Could you use its method? If you cannot solve the proposed problem, try to solve first some related problem.

9. Can you imagine a more accessible problem?

10. A more general problem?

11. A more special problem?

12. An analogous problem?

13. Could you solve a part of the problem?

14. Keep only a part of the conditions governing the relationships between the data and the unknowns: drop the other part; How far is the unknown then determined? How can it vary?

15. Could you derive something useful from the data?

16. Could you think of other data appropriate to determine the unknown.

17. Could you change the unknown or the data, or both if necessary, so that the new unknown and the new data are nearer to each other?

18. Does the plan require the use of all kinds of data which are essential to solving the problem?

19. Does the plan permit overlooking or ignorance of important relationships between the data and the unknown?

III. The third stage in historical research involves carrying out the plan.

20. Carrying out your plan of the solution, check each step. Can you see clearly that the step is correct? Can you prove that it is correct?

IV. The fourth stage of historical research is to examine the solution obtained, "looking back."

21. Can you check the result?

22. Can you check the hypotheses?

23. Can you check the argument?

24. Can you derive the result differently?

25. Can you use the result, or the method, for some other problem?

At this point, the historian might have a potential, plausible solution to his problem. But we are still left with questions concerning (1) the structuring, patterning, blueprinting of events; (2) the strategy and validity of historical explanation; (3) intellectual universes and the plurality of systems; and (4) writing the history (last but not least!).

READINGS: G. Polya, How to Solve It.

Renier: 106-108, 119, 188, 231, 243.

Nevins: 227-270.

PART EIGHT

THE GRAND STRATEGY OF
HISTORICAL EXPLANATION

"The task of the historian is simply and exclusively to keep available for social use the knowledge of the past experiences of human societies." Renier.

"Wie es eigentlich gewesen (as it really did take place)." Ranke

"Without hypothesis and synthesis history remains a pastime of antiquarians: without criticism and eruidition it loses itself in the domain of fantasy." Pirenne.

"History is the story of things worthy of being remembered." French Academy.

"The investigator may use general categories only as a heuristic help, to make it possible to understand the relation of things, but he must be ready at any time to correct his generalizations by means of his factual material or to give them up in favour of more plausible connections." Bernheim.

I. Historical Explanation.

A. Field.

B. Range.

C. Scope.

D. Content.

II. The "Laws" of History.

A. Types.

B. Uses.

III. Theories.

A. Types.

B. Uses.

IV. Hypotheses.

A. Types.

B. Uses.

READINGS: Renier, pp. 205-256.
Butterfield, pp. 142-170.

PART NINE

INTELLECTUAL UNIVERSES AND THE PLURALITY OF SYSTEMS

I. The Plurality of Systems of Interpretation.

   A. The Understanding of Ideas.

   B. The Understanding of Men.

   C. The Understanding of Facts.

II. The Limits of Historical Understanding.

PART TEN

TELLING THE STORY

I. Relevance and Serialization.

II. Some Methods of Serialization.

III. Literary Aspects of History.

PART ELEVEN

THE PLACE OF THE HISTORICAL METHOD IN COMMUNICATION RESEARCH

I. Papers and editions.

II. Figure and Movement studies.

III. Statistics.

IV. Experiment.

V. Case studies.

VI. Creative studies.

VII. Philosophic inquiry.

VIII. Rhetorical theory.

IX. Communication theory.

X. Critical studies.

UNIT THE SECOND

The Method of Solution of Some Historical Problems of Classical Symmetry

OR

The Systematic Education in the Historical Method of Problem-Solvers

OR

Who Killed Cock Robin?

In the spring of 1969, your professor brought to completion his development of Project CLIO, a series of historical problems whose events are programmed in an Electronic Data Processing Machine (EDPM).

My reason for storing in an EDPM system the data of the problems which you must solve, is as follows: I have observed that student historians too often get so bogged down with their collection and recording of data that they neglect reflection upon such pertinent issues as the nature of historical inference, validity of hypothesis, and the like. CLIO will help us to solve the Grunt-Labor Problem and allow us to focus our minds upon Bigger and Better Things, in two ways: Firstly, CLIO allows the relationships between associated events and the inter-relationships among these events to be manipulated by the machine into an infinite combination of patterns. CLIO actually stores a time-association matrix, which is analogous to capturing a series of events and the relationships among these events on the frames of several, separate reels of motion picture film.

By combining single "frames of data" from selected "cans of film," the student uses the electronic computer to arrange and rearrange both the data

and their relationships, thus creating out of static bits of information a "moving picture" of the original events.

Furthermore, CLIO will increase your efficiency in solving the sample problems because the data pertinent to the problems can be unitized and categorized into general areas of constituents which are invariably pertinent to the problems.[1]

These constituents (hereafter called invariants) were selected from data relevant to the sample problems, and <u>together with</u> the inter-relationships among the invariants, were entered into the system. This entry being done, you have as your servant a machine which not only possesses an infallible memory, but which is also programmed to pattern relationships as well as invariants. With such a servant at your command, you can retrieve: (1) the information in which you are interested; and, (2) different arrangements of the associations which exist among the data.[2]

The student-functioning both as an analyst and a synthesist--can use the machine to structure, destructure, and to restructure the historical "puzzle" into various permutations and combinations, in order to test or to discover various hypotheses. This might be called <u>conjunctive processing</u>. By preserving the relationships among all information, it is possible to discover whatever associations, correlations or even causal relationships exist among the "molecules" of data pertinent to a particular problem.

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[1]All informative items involve some type of association between two or more constituents which are invariably of interest; and throughout the range of problems dealing with raw information, certain combinations are of primary interest.

[2]In an effort to make clear to you the pedagocal use of the EDPM system, I have omitted mention of the authenticity of the data which are entered. External criticism will be taken up in its proper place as the series of problems unfolds.

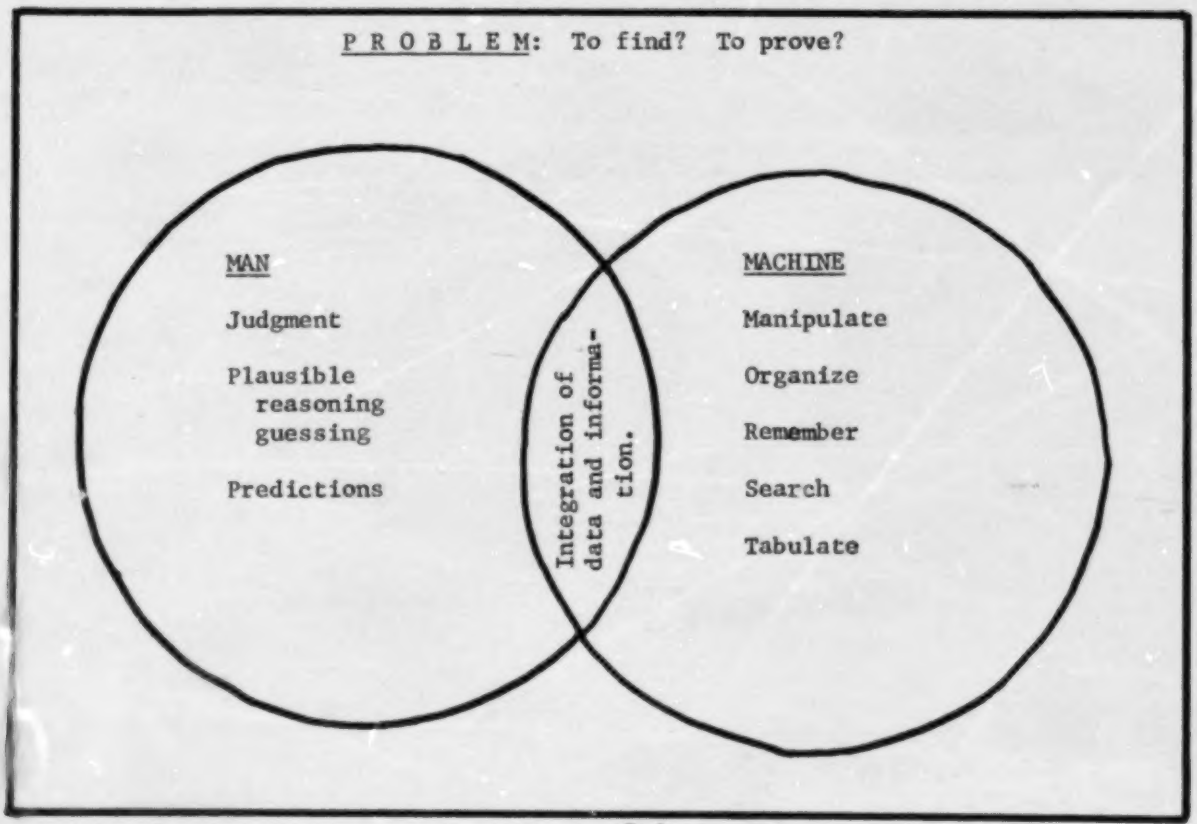
CLIO, then, allows comparisons between thousands of items of information to be made in a fraction of the time necessary to do the same thing by manual handling or with standard information-recovery systems. Consequently, student can:

1. Form patterns and from these patterns create hypotheses directly on the basis of the machine presentation, without needing to recover and handle the actual documents.

2. a. Automatically manipulate the basic factors in which he is interested, together with their inter-relationships, so as to verify either the patterns he finds or the hypotheses he makes; and,
   b. Simultaneously use the patterning capability of the computer to assist him with the creation of new arrangements to accomodate the available information.

3. Not only summarize, but also statistically or graphically compare the various units of data, as well as compare the changes among relationships which occur during the passage of time involved in a particular problem.

The basic relationship which I intend you to experience is this:



PROBLEM ONE: INTRODUCTION TO THE PATTERNING OF DATA AND THE CREATION OF HYPOTHESES

Problem One is a "replica" in miniature of the most common types of methodological problems faced by historians. Tactically, Problem Two serves at this stage of the course the same purpose that is served by the Link Trainer at a comparable stage of pilot training: namely, teaching the most basic principles while simultaneously draining off the most basic mistakes. The objective of Problem Two is to give the student the basic tools used in historical problem-solving and decision-making.

In this problem, it is difficult for the student to reach a solution without: (1) organizing and classifying data into several possible arrangements, until he discovers a classification most suited to his present method of attack upon the problem; (2) comparing the problem being studied with any other problem in his experience which might give some clue to a promising problem-solving methodology; (3) discovering patterns and invariants among the data (by doing this, you sharpen your ability to predict needed information, and to limit your searching to potentially useful data); and (4) forming and testing hypotheses.

PROBLEM TWO: LOGICAL RELATIONSHIPS, LINEAR RELATIONSHIPS, PATTERNING, AND PREDICTING

The overall objectives of Problem Two are: (1) to discover the ways in which historians structure the relationships among data; and, (2) to learn that the best attainable explanation in history is the one based upon the pattern which, at the optimum level of abstraction, covers the largest range of data with the fewest exceptions.[1]

Historians recognize several basic relationships among events. The job of the students in this problem is to re-discover these relationships in a

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[1]Notice that I said "exception" not "contradiction." Therefore, validity is not discredited. In science, of course, the best attainable prediction is the one based upon the pattern which, at the optimum level of abstraction, covers the largest range of data <u>without</u> <u>exception</u>.

situation which simulates actual task conditions. In order to determine the operational meaning of conjunction, disjunction, union, symmetry, assymetry, and other important relationships, the student must focus, not upon patterning alone, nor upon explanation alone, but upon the relationships between the patterning of information and the making of explanations.

PROBLEM THREE: THE RELATIONSHIP BETWEEN THE ARRANGEMENT OF DATA AND PERCEPTION

This type of problem was first discussed by the French mathematician-philosopher Descartes. The principle involved is that certain arrangements of data will expedite your perceiving a relationship among the data, which is an aid in formulating theories to be tested. The student will discover the relationship between his own perception and the arrangement of data, and find how easy it becomes to discover important connections among data when the data are in the "proper" order.

PROBLEMS FOUR AND FIVE: THE STATIC AND DYNAMIC PROBLEMS

The static and dynamic problems are the tour de force of your introduction to historical methodology.

The major difference between the two problems is that in the static problem, the "events" in question remain relatively stationary, making the dates of observation the variable in the problem; while in the dynamic problem, both location and action, as well as time change, are the variables, making validity of association among events the crucial issue of the problem. The static problem is more simple to solve than is the dynamic problem; otherwise the two problems are designed to accomplish the following.

1. To provide an environment in which the students discover for themselves the most fundamental factors in historical analysis and research.

2. To stimulate the students to question their present methods of research, and to search objectively for more effective means of solving historical problems.

History is a form of human action which gives two kinds of results: firstly, the human, but impersonal observations called events, facts, or data: and secondly, such arrangements of data as classifications, laws, theories, and explanations. The static and dynamic problems will present you with an array of realistic and reasonably difficult historical problems, during the solution of which you will have an opportunity to analyze your response to situations which do not always fit some neatly preconceived notion of solution. After tackling the static and dynamic problems in a simulated but challenging situation, you will be in a position to assess more accurately your strengths and weaknesses as problem-solvers and decision-makers. To solve these two problems, the student must come to grips with the following methodological areas:

1. Events-Facts-Data.
2. Selection of Facts.
3. Pattern.
4. Arrangement of Facts.
5. The Patterning Approach to History.
6. Validity of Explanation.
7. Heuristic Flair.

Time is "compressed" during the problems: approximately one-half hour represents a day. Hence, you will receive quantities of data which are just too unwieldy to handle by your usual methods. As a result of the abbreviated chronology, you must make within a few hours as many decisions as you would make in several days of research work. With <u>thousands</u> of items of information before you, your attention is forced to the task of creating policies and

strategies for handling the burden of data, as well as on longer-range planning.

Furthermore (once the "mass-of-data problem" has been solved), to keep you working always on crucial methodological problems--instead of focusing your effort upon the collection, storage, and manipulation of data--you will use an EDPM system to handle the data. Punch cards, EDPM, request forms, and print outs will be provided.

RESULTS OF THE PROBLEMS:

Your professor believes that the results of the problems will be as follows:

1. The aims of the course, as stated on page one of this syllabus will have been accomplished. That is, you will have
   a. Gained experience as practicing historians, and
   b. Reflected upon your experience in historical thinking.
2. The realism of the problems will focus the student's attention upon the task of establishing strategies of problem-solving and on long-range planning.
3. In each problem, a large number of interacting variables must be simultaneously controlled by the students. This is highly realistic and will give the student a better appreciation for the difficulty of making methodological decisions in historical research.
4. The student will learn which key factors to observe in actual historical research.
5. Each student discovers for himself the fundamental factors in historical analysis and research procedures.
6. The student will grasp the fundamentals of decision-making methodology and gain skill in the use of this methodology through attack on the problems.

7. The student will be stimulated to question the effectiveness of his own historical research and analysis methods, and to search for more effective means for performing his research.
8. The student will gain perspective on: (a) locating and describing problems; (b) selecting the most fruitful area in which to work; (c) the handling of data; (d) his own powers of perception, interpretation, judgment, and explanation.
9. The student will make during the course the most common mistakes which can be made in historical research.
10. The student will understand the place of historical research in communication problems.

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